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AN

ADDRESS

PREPARATORY TO OPENING THE DEPARTMENT

OF

THE ARTS AND SCIENCES

IN THE

UNIVERSITY OF MARYLAND.

DELIVERED

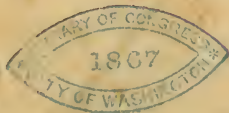
ON BEHALF OF THE TRUSTEES,

BY WM. FRICK.

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ADDRESS.

It is no small subject of congratulation, to the present and coming generations, that throughout our common country, the public attention is fully awakened, and intently directed to the subject of general education;—that men of the first order of talent, and the highest intellectual accomplishments, are engaging in the labour of teaching youth, not alone in our Universities and Colleges, but in our institutes, academies and public schools;—that parents and guardians entertain higher views, and are disposed to more liberal appropriations, to the purposes of Education; and that these encouragements superadded to our free institutions, and our favoured position among civilized nations, give earnest token and promise, that the diffusion of knowledge and intelligence, will keep pace with our acquisitions as a nation, in wealth, power, and political importance.

Education, in its various forms of adaptation, to the wants and interests of every portion of society, is now becoming a concern of all pervading solicitude; not only with individuals, but among legislative bodies. By reason of its direct and immediate in-

fluence on the public prosperity and advancement, few subjects present stronger claims, to the attention of the friends of improvement, and of mankind;—and the progress which has been made within a very few years, in extending the sphere of its operations, and the system of expedients for instructing, is too manifest to be overlooked or denied. It is palpable, that in this respect, our national character is improving; that there are daily and unequivocal indications, of an increased devotion to letters and science; that the estimate of our character in this respect abroad, is rapidly rising;—and the desired results, from establishing universities and colleges in different sections of our country are attained, in sending forth scholars who are every day increasing in number and in merit.—The great tribunal of public opinion, proclaims a revolution, of which these are the introductory signs. Education is about to be brought within the reach of every person, who desires to share its blessings; and so far, by the means of individual exertion and legislative aid, our country has advanced to this object, with steady perseverance;—and if we are but true to ourselves, and this great principle of national happiness, the diffusion of an enlightened and efficient spirit of literature, is destined hereafter, to make us not only independent of other nations, for these sources of national glory and happiness, but contributors ourselves, to that great moral and intellectual fund, the only common stock, from which one nation may at all times draw, without impoverishing another.

All this may be assumed, without any just ground for the imputation of national vanity; at the same time, we are far from speaking extravagantly of our actual progress—much remains to be done;—and what has been achieved, is but additional stimulus to the prosecution of those labours, which have in view, the advancement and diffusion of scientific knowledge and polite letters, through the whole intelligent portion of society, as the best means of perfecting that security, refinement and happiness, which are the just aim, and highest praise of our free institutions.

Our labours in this great field of national improvement, are materially to be accelerated, by evolving the liberal scheme of Education, devised by the state for all its citizens, through the instrumentality of the University of Maryland;—and the trustees have sought this occasion, to present before the public, some of the views which they entertain, and the advantage which may be expected, from the location and encouragement of an University, in the midst of our own population.—It has long been a subject of regret, that a large proportion of our youth, whose talents and intellectual pretensions, entitle them to all the advantages which a liberal education can afford, have from causes hitherto beyond the control of their guardians and parents, been deprived of this important benefit.—When it is considered, how large a portion of the people of our city and state, are in moderate circumstances, and unable to seek these advantages abroad, there

cannot be a doubt, that the best interest, of our state, urgently demand the promotion of an institution, where an enlightened education may be obtained, at a reasonable charge at home. It is indeed a matter of surprise, that our state, with a large metropolis in its centre, should have so long existed, without such an institution. There are hundreds in our city from the age of fourteen to eighteen years, the children of those, who can easily defray the expense of an education, such as is proposed in this University. Our city is, besides, the most convenient situation, for all those young men, who would be sent from the counties for their education, on account of the probability of here finding connexions, interested in their welfare, and the consequent advantage of adopting a style of living, and a circle of associates, best adapted to the condition and circumstances of every student.

All political improvement in the condition of man, is to be attained, only by ennobling his character and his nature, through the means of education.—The materials for this purpose, are to be found in the cultivation of the higher intellectual endowments of our being.—Those, who apply no other standard to the worth of the intellectual sciences, than the time spent, and labour bestowed in acquiring them, are but little competent, to estimate the silent work of a refined and cultivated literature, upon the individual and social condition of man. Yet, if we would have our moral and intellectual condition, to advance apace with our acquisitions in

wealth and power;—if we would struggle forward, in the race of political and intellectual pre-eminence, which we have so fairly commenced;—if we would in fact preserve in our institutions, and transmit to posterity the great principles, which our fathers laid at the base of our political fabric;—if we cherish these principles, and love our native land,—we are called upon, we are solemnly warned, to devote ourselves to the employments and pursuits, and to systems of education, which shall, in coming generations, with a national literature, build up a national character.

We cannot be content, to point the admiration of after ages, to the fame of our fathers, and our rapid growth in wealth and strength as a nation, while still some foreign hand indites the record of the struggles and the deeds, that gave us a place among nations.—The proud consciousness of these deeds, and the principles that sustained them, should be infused and engrafted with a literature purely our own—a literature, which breathes the warm and glowing inspiration of national feeling; which, with pride and confidence, we may bequeath to posterity. Victories, triumphs, and heroes, are not alone sufficient, to redeem a nation from obscurity and decay, if her people are insensible to the natural dignity, and the high destiny, that attends upon intelligence, learning and genius.—What but the glories of an hour, were the splendid empires of Asia, that have risen and disappeared under the withering blight of tyranny, leaving nought to tell the story of their

grandeur, but the few giant pillars and arches, that rise above the surrounding waste of sands?—what, in the recollections of the ancient independence and glory of Greece, is it, that makes us indulge a delightful sympathy, in the contemplation of her splendid and unrivalled fame, but the memory of Grecian art and genius and virtue, while we wander among the ruins of her stately columns and majestic temples, that have since fallen under the baneful proscription of ignorance and despotism. When we muse upon the fate, and the revolutions of ancient Rome, it is not the memory of her kings, not “her factions in their worse than civil war,” nor the spoils and triumphs of her conquerors that mingle with the exulting contemplation of her past glory;—it is Rome, the seat of liberty and letters, flourishing in the arts and refinements of civil life, that recalls to us the spirit of Cicero, of Virgil, of Livy, while we gaze upon the marble wonders of her ruined palaces, and prostrate colonades, now the seats of sloth, of ignorance and poverty.

But a motive of a higher character, than its influence upon national glory, invokes us to the cultivation of a liberal and enlightened system of education. Such is the indissoluble connection between intelligence and freedom, that it is now established as a maxim in morals and government, that no arbitrary power can be long or safely exercised over a people, whose minds have been enlightened by philosophy and reason. Boasting, as we well may, of our free institutions, and endued, by nature and by

circumstances, with every quality for mental acquisition, it would be more than blind fatality, it would be treachery, if we closed our eyes to the influence of all liberal philosophy, expansive science and refined arts, upon the virtue and happiness of the people, and the stability of our institutions. And yet, in this point of view, we have only broken down some of the outward barriers. Although the prospect which our country now affords, is peculiarly glorious, yet in the great struggle for human welfare, in which we have taken a prominent lead, there will be occasion for all the best energies of the human intellect, for many long years, before our labours are crowned with the blessings of that pure, enlightened, and virtuous liberty, to which the patriot and philanthropist are looking. It is indeed an immense field of glory;—and we trust that our native state, is about to assume her share of its labours.

Now is the time, indeed, when we can expect to do it with the most advantage; when knowledge is becoming so universal as an object of desire, a source of gratification, a means of improvement, or an instrument of honest and useful ambition; when, among us, so large a portion, who are best qualified for it, are made to feel the want of a liberal education, for defect of the facilities at home, which others, more fortunate, are able to go in quest of abroad.

Let it be remembered, that we have at this day, the advantage of all that the reason, industry, genius, and experience of ages, hath wrought out from this great field of intellect. In the product of this

ripening harvest, we have a portion. And shall we erect no temples, endow no priests, to garner up and cherish for us and posterity, these treasures, while other states are busy, to their own immortal honour and advantage, in profiting from the labours of so many preceding generations? What enlightened statesman, whose patriot heart responds to the culture of his intellect, can suppress the hope, to “pay back upon coming generations, the debt which he cannot refund to his predecessors?” His bosom will warm with the noble desire to add his own mite to this rich legacy of morals, of freedom, and truth; therein to link his own fleeting existence, to the imperishable chain, that winds itself through every race and generation of men. This path to immortality is open to all who labour in the cause of their fellow men; to that true immortality, where the deed lives and endures, when the name of its author, is left to perish unknown or forgotten.

We are well aware, that the idea of diffusing a high degree of intellectual culture, through an expansive and growing population, has been regarded by many, as visionary and extravagant. It may well be so considered, where the great intelligent mass of society, are deficient in the means of acquiring the very rudiments of knowledge. But with us, where all the social energies are roused to the work of general improvement, and the rudiments of education are about to be extended to every village, every hamlet in the country;—we entertain no fears for the diffusion of elementary knowledge.

Our apprehensions are more awake to the prevailing current of events, which is giving a direction to the genius of our country, far from propitious to the higher and holier attributes of intellect.

The work of bringing home to the humble fireside, this primary blessing of useful knowledge and instruction, is rapidly perfecting itself. But we are yet to be roused to the ambition of excellence and renown, that pride of elevation, that lofty enterprise of literature and genius, by which alone, we are to become intellectually independent, and pre-eminent-ly illustrious as a nation. The great idol of the day, *utility*, has infected every opinion, and biassed every passion of the mind. We have abandoned the speculative and philosophical, to labour in other, perhaps more productive regions of mind.—However it may mortify our pride, it is a truth, which is not to be denied, or evaded. The world is too much absorbed in the bustling concerns of enterprise and profit; and that avidity for gain, which depresses the higher and nobler energies of a people, is increasing in its full influence, over every portion of our country. Wealth is the excitement to exertion, and the object of universal passion. The groves of Academus, and the schools of philosophy, where man was wont to linger, in the lofty contemplation of his duty and destiny, and the higher and superior attributes of our nature, have been deserted, for the crowded and busy scenes of practical life. A little preparatory labour at school, serves to qualify and introduce the anxious candidate to an arena, where all he sees

and hears and learns, must impress the deceitful conviction, that wealth is the only standard of excellence, the only road to honour, and the only means of influence.

We are by no means unmindful, that the present age is distinguished, by a bold and enterprising spirit of intellectual activity;—but while this spirit is chiefly devoted to the practical concerns of life, and consecrated alone to this utilitarian system, though its votaries may hope to elevate, yet the result and tendency is, to extinguish the aspiring ambition of intellect, that would climb to honour and renown, in the loftier regions of letters and philosophy. The silent operations, and the hidden secrets of the material creation, are progressively yielding up their mysteries, to the keen and penetrating spirit of the age—every recess is explored, that can contribute to national wealth, or add to the physical resources and comforts of man.—Still these sources of improvement and amelioration, in the condition of human society, are as exhaustless, as the labourers are abundant. Every year adds its stock of discoveries and inventions, to the already accumulate results of human enterprise; and while the field of research is thus indefinitely extending itself, this spirit of physical investigation, strips the domain of liberal philosophy, of one province after another; and the limits of the liberal sciences and refined arts retreat, in proportion as the physical sciences extend their boundaries. But still, we do hope a remnant may be preserved, to toil in classic ground, and

nourish the holy themes and visions of antiquity;—to drink in the inspirations of high thought; and sustain the lofty and majestic models of its philosophy, to flourish in a soil, congenially adapted to their primitive beauty and vigour.

It is needless to say, then, that we are decidedly at war, with that narrow and selfish policy of education, which looks purely to individual interest, and the practical concerns of life. Such a system, presents an impassable barrier, to the extension of that intelligence, morality and refinement, on which the solid greatness of all nations, must ultimately rest.—It addresses itself to none of those lofty sentiments of the soul, so intimately interblended, with the social and public virtues.—It sacrifices the higher attributes of our nature, to the baser senses and sordid affections;—for there is a dignity in the philosophy of intellect, which cannot be resolved into mercenary calculations, or views of practical utility. It is the intellectual nature alone, that by its glorious and godlike sway, makes truth and justice, wisdom and virtue, religion and morals, more lovely and majestic, in their attractions. Every element of this philosophy, resolves itself in the preception of what is beautiful and true; and the perfectly beautiful, dwells in what we cannot convert to pecuniary profit or speculation. But the possession of it, inspires a more holy ambition of high and pure morality; and enkindles loftier feelings in the heart, than those which usually govern the principles of human action.—It lends to the soul, those

energies and sentiments, without which, the mind lacks the power of sustaining the moral and religious faculties; and invites that reciprocity of action, between the moral and intellectual energies, by which alone the social nature of man is fully and fairly developed.

The want of this counterbalance of moral sentiment, will always be attended, with a proportionate debasement of literary taste. In every thing connected with matter, our age has reached a degree of excellence, that probably was not foreseen in the days, when natural philosophy was looked upon, as nothing less than the science of magic, or the black art. But what is the corresponding fate of that philosophy of mind, that pure and elevated science of intellect, that directs the eye of thought through all the mysterious chambers of the human soul? Why are we called upon, to abjure the mighty masters of antiquity, the studies of classic literature, the arts, and poetry? Why are we asked, of what use? to what practical purpose? Are we insensible, that these studies are interwoven with the highest principles of human thought and action?—that they lift our minds beyond the low and sordid pursuits of life?—that they instil those principles, in taste and science, by which cultivated life is distinguished?—that they elevate and purify the heart, for the exercise of all the moral and social virtues?—Are we insensible, to the dignified and disinterested spirit which looks to the enlargement of human character, until it is made to fulfil all the ends of human duty and destiny? Then farewell

to the liberal sciences, to the happiness of social life, to the stability of free government! Then has our national existence no dependance on the intelligence and morality of the People. Personal security, with wealth and physical comfort, is all the preference, that our republican freedom can ever hope to attain. The idea, that our free institutions are destined to develop the higher and loftier relations of humanity, and to exercise an influence hereafter, on the rest of mankind, is visionary. While throughout the enlightened world, the mind hath indignantly burst the chains of protracted bondage, and the torrent of light and learning is fast covering the dark places; while our own example, invokes the communities of the world to deep reflection and solemn destinies; and the dignity of human nature is represented in our institutions; when, every where, as of old, where freedom unfurled her banner, the liberal arts and classic letters were invoked, to deck the Corinthian capital of civilization;—we are content, to weigh these high destinies in the scale of interest and profit, and our patriotism is extinguished, in selfishness.

But this is not the only difficulty and prejudice, against which we are called to array ourselves, in the establishment of a scheme, from which we promise so much, to the stability of our institutions, and the credit of the state. It must be confessed, that there are views of education still more narrow and restricted, that confines its operations and influence, within a period when little more is done, than to lay the

groundwork of those hopes and promises, in which the student is afterwards prematurely checked.

The whole progress of human life, is but the continued progress of education. In other organic existences, nature not only prescribes the design and destiny, but herself carries them into effect. In man, however, she merely forms the design, and leaves it to himself to work out its fulfilment. It is this that constitutes him man;—that, among all other existences, he alone has the prerogative to originate and cultivate a new train of existences around him. This he effects, from his own impulses and pursuits through life, and the whole tone and complexion of his character, is purely to be deduced from this—his education.

It is true, this education commences under the most benign and auspicious influences;—under the influence of those benevolent affections which a virtuous mother exercises over the mind of her offspring, and which are at the foundation of our feelings, habits, and tastes; the growth of which are proportionably healthy, as they are first and principally fostered in the nursery, and thence extended into maturer years. But in the meantime, auxiliary aid is invoked, and the artificial system commences; which is only so far profitable, as it trains the pupil to act for himself, in the development of the great designs of nature. This is the important, and ought to be the effective part of education. But lamentably, when the wayward speculations of youth, are most in need of the counsels of wisdom and experience; before any settled opinions

are formed, any principles fixed, or character developed, at the age of fifteen or sixteen the tutor retires, and the aspirant in the great school of society, is abandoned to accident and circumstances; or perhaps worse,—to the influence of those early and baneful passions, least calculated to prepare him for the coming events of life. Something he has learned; but his ideas are only so far enlarged, the mysteries of intellect only so far unfolded, as to make him the victim of that consuming inquietude which a “little learning” bestows; and, at the very moment that his destiny is about to take its colouring, when a new atmosphere is forming around his intellectual vision, and he is conscious of a new power and a new being, his career of progress is arrested, and he finds himself abandoned to conflicting impulses, which are just as dangerous to indulge, as they are difficult to subdue.

In this predicament, a large proportion of our youth are left, without staff or guide, to push their inquiries into the fields of liberal investigation, and the professions connected with elegant literature. But what foundation has been laid, on which they can hope to climb the lofty eminence, to which they aspire for the honours of literary and professional fame? With the highest incentive to effort, they find their best exertions paralysed, from defect of those means and acquirements, which a finished education alone can bestow. They are but *half educated*; and the reward of their best toil and energy, is but a happy mediocrity, or a weary mechanical drudgery, in what

are called the liberal professions. It is here, that the defect of an enlightened and extended system of education, is most obvious. We are entitled, at this day, to demand something more, at least from the professions of Medicine, Law and Divinity; and from the increasing influence of university education, wherever its blessings have been diffused, and the growing importance attached to it, in every state of the Union, we confidently hope the day is at hand, when, under other auspices, these professions will better deserve the name they bear.

A solid and liberal education, guided by religious and moral sentiment, is the most invaluable boon, that a nation can bestow upon its youth. Yet it is too much the habit of our country, to rest content, with an equivocal half-way knowledge, of what has been studied or learnt. It is in truth, the natural consequence of a negligent and superficial education, that it should delude the mind, into a notion of its own acquisitions.

It is therefore scarcely to be wondered at, that in the few glimpses of the glorious visions of antiquity, which are imparted at school, the genius and ambition of our youth, should be beguiled from the sober and divine contemplations of Plato and Socrates, to the more obvious attractions, of its orators and statesmen;—that they should soon forsake the secret and uncongenial haunts of philosophy and the muses, to engage in the more animating contests of the Forum. In the formation of our social system, the theatre of politics, seems to offer so easy and inviting a supe-

riority, that all classes rush into the arena; regardless, that the largest fertility of talent, and the most unwearied industry, can scarcely fathom the science, which would guide the opinions, and direct the social interests of men. Yet all these functions of a politician, the highest and noblest functions in the world, are all to be discharged, with less training than is required for the most common occupations in life.

But may we not hope, if our scheme is favourably received, that many of the mass, who are hurried into this vortex, may be allured from the strifes of party, and the rage of politics, to the equally promising career of letters and science; that they may be won to the cause of literature, and the liberal sciences;—and that they will find themselves engaged, with equal honour and profit to their country, in cultivating elegant letters or the useful sciences; and in the promotion of all the branches of intellectual study, whose special object, and we say direct tendency, is to improve the arts of life, and elevate the tone of society. It is certainly not an unreasonable calculation, that as the population of our state advances, and its wants and employments increase, a taste and demand, for the more refined and rational labours of mind, will proportionably increase upon us; and, that when hereafter asked for our scholars and men of letters, we may not look in vain for a few green spots, amid the desert waste, or the occasional flashes of brilliant intellect that now and then illuminate our horizon of literature; but may

point to a constellation of scholars and sages, sustaining the true dignity and pre-eminence, of our political fabric, by the energetic and all-pervading influence of science, philosophy, and the liberal arts. Such a consummation, is destined to have the highest and happiest influence, upon our national character and fame. Ambition, will find as ready rewards in letters and science, as in the sphere of politics. The time is approaching, which will ultimately procure, both encouragements and rewards, for the abilities and productions of genius; when the "halls of science shall be as attractive as the halls of legislation," and the aspiring student, may look forward with confident hopes, for the promised land of glory and recompense, to the disciples of learning. Other nations have attained distinction, and gratified their ambition. Our perfection is yet to be accomplished; and the humblest bosom, may indulge with delight, the visions of renown, which we associate with our future progress in learning and the liberal arts. This splendid achievement, the crown of our national glory, is yet reserved for the united labours of generations of scholars; and *we* may participate in it, by calling up our energies, to the commencement of a work, which is to confer on our native state, a future immortality and a splendid fame.

While we are reluctant to damp the holy enthusiasm, which presents these views of future and splendid eminence, we are recalled to the sober and practical views, in which it is our desire to present the subject. We do entertain high and sanguine expect-

tations, from this proposed extension of education. We do hope, to render our university hereafter, tributary to a higher improvement in the arts of life, and a proportionate elevation in the tone of society;—and, while we are reviewing the leading obstacles and prejudices, which have hitherto defeated, in our view, a high national concern, the subject requires us to advert to an opinion, or rather an extraordinary perversity of opinion, that would discountenance establishments for the higher branches of education, as exclusively for the benefit of the affluent. The munificence of the state has always been invoked, on behalf of these institutions, and in aid of their location at home, because precisely in this point of view, they are indifferent to the rich, while they favour the pretensions of the poor. If we are accused, of being altogether destitute of genius, and little enamoured of literature, it is neither from defect of original talent, or disposition. We are obnoxious to this reproach, because, in most instances, the talent of the country is, to be traced to that condition of life, where the means and opportunity are wanting, to reach the vigour of improved maturity. We have no institutions, fully adapted to the display of exalted minds; and the feeble efforts of unsupported genius, are directed into the channels of trade and diverted to the acquisition of wealth, as the only great source and fountain of power among us. The student is not absolutely pressed by poverty or want;—but he has not the means of seeking an education abroad. The rich however can, and do resort to institutions

abroad, which are only within the reach of an independent fortune; while the parent in middling circumstances, must strain his means to follow the example; or leave the half developed mind of his offspring, to prey upon itself. Of what consequence, then, is it to the rich, whether the state will assume the patronage of an institution, where they may educate their sons? They have the means of employing the best teachers at home, for the elementary and preparatory education of their children; and they are then sent abroad into other states, perhaps to Europe; and, what is more to them, they return, with every claim to that power and influence in society, which a superior and accomplished education can confer. And does such a state institution as we propose, establish any thing more, than that very equality, which our political compact asserts? Exclusively it is intended for none; but the benefit is chiefly and principally addressed to the most numerous class of society. It is offering to them, the advantages of that enlarged system of intellectual culture, which we are anxious, should diffuse its softening and vivifying influence, over our whole common country. They are to cheer and encourage our efforts, or want the means of an enlightened and liberal education, altogether. Such an institution, offers to their sons, all the facility of an enlarged education, within their own circle, among those, who are most nearly assimilated to them, by the sympathies and habits of early life; while it enables them, to bring their stock of talent and intellect into ac-

tivity, and to compete for the honours and rewards of society, which are otherwise destined to become the portion, and the privilege of the affluent. Is this then the time, to denounce the encouragement and endowment of places of finished education, as exclusively for the benefit of any one portion of the community? No act of the state, has been so honourable to its patriotism, as the unceasing interest, with which the legislature has looked to the establishment and encouragement of this institution, in all its departments;—as the means of establishing a centre of science and learning within our state, from which the rays may diverge and diffuse themselves, to all its extremes; and the light of education, be spread throughout her domain, under the influence of her own laws, her manners and character.

Is it intended, then, to raise a privileged order of society? Far from it. The very presence and influence of an university, throws around it, an atmosphere of morals and intellect, whose healthful inspirations are breathed into every class. If this fact could require illustration, look to those states in the union, where the vulgar prejudice has long been exploded, that all learning which is not taught at the common schools, is for the benefit of the rich and the few, to the exclusion of the many. Their *universities* establish an elevated standard of instruction, the spirit of which is diffused, and impressed upon all the auxiliary schools within their limits. The superior institutions are the very means of imparting vigour and efficacy, to the whole system of education, and when

our political orators console us with our independence of New England, let us recollect her universities, and the great body of youth from other states, who annually resort to these pure fountains of intellectual inspiration, and in our devotion to this great object, let us acknowledge our delinquency, and imitate her munificence and example.

If we look abroad, over the continent of Europe, we find her numerous universities, many of them originating in the infancy of her society, still maintaining their influence in the republic of letters, under every change and condition of government. When our admiration is directed to the scholar, the statesman, to one pre-eminent in the applause and admiration of his fellow men;—is not the first question, where was he educated? Is it not considered his moral and intellectual birth-place?—Are not the universities in our country, the institutions that confer that *moral* nobility, which is the only foundation of rank and distinction among us?—And, whoever attains it in another, (to us a foreign state in this respect,) throws the credit upon the state and institution, from whose diploma, he derives this degree of nobility. Like the orders of foreign princes, the lustre is not alone shed on him who receives, but equally on him who confers it.

What is it, that constitutes the dignity and character of our state? Is it, that while we vie with others, in our internal improvements, still, all that gives tone and complexion to our moral and intellectual condition, is to be derived entirely from foreign sources?—

that the architects of our monuments, the engineers of our roads, the heads of our colleges, the professors of science, and morals, and religion, among us, are only to be sought and obtained from abroad?

At the same time that this imputation is so broadly presented to our native pride, whether deficient or not ourselves, we desire to speak with unfeigned esteem for all, and with personal attachment to most of these gifted individuals, who have consented to cast their lines among us. We have invited them to dwell with us;—they are now ours, and we claim to be permitted to identify their names and their characters, with our parent state. But the argument remains the same; and we are persuaded they think with us, and feel with us, and concede the necessity of acting together, to the great purposes of home education. The greatest impediment is then overcome;—for it is not inherent in the subject itself. It lies in the difficulty of breathing one common spirit into all, that shall direct the efforts and views of all, to one common end.

And can we continue to be inert and indifferent? Can our legislators, and governors, and magistrates restrict their cares alone, to the passing and temporary wants of their people, and the pitiful political feuds of a day, when the concerns of the moral world, present so many subjects of interest,—and the philosophical spirit of investigation, which the condition of the world has brought forth, is busy in the noblest of all the works in art or science, in building up a scheme, of universal political freedom. Our ancestors saw before them, this vast uncultivated field of

science and literature; and fully alive to the value of these noble branches of human improvement, to coming generations, with a prophetic forecast, were anxious to make provision, for the very events which are at this day developing themselves. They considered education the business of state, and the legislature of Maryland, gave early attention to the establishment of schools. At a period, remote in the history of our state as 1692, an act was passed "for the encouragement of learning." Four years after King William's free school was established at Annapolis, on a very enlarged and liberal basis. In 1723 a school was endowed in every county of the state, and the funds which had been provided by the previous acts, for the encouragement of learning and the support of schools, were distributed among them in equal proportions, while lands were also appropriated in each for the use of the teachers.

The school at Chestertown in Kent county, had so far flourished in the year 1782, that the visitors applied to the legislature, to have it formed into a college; and it was incorporated under the name of Washington college. At the time of this change, there were one hundred and forty students attending this institution, and the number was soon after increased by a large accession. Buildings were erected, at an expense of ten thousand pounds; and the state contributed an annual donation of twelve hundred and fifty pounds. On a similar plan, St. John's college at Annapolis originated within a few years after, with which King William's school was em-

bodied, with a yearly grant of seventeen hundred and fifty pounds. By the same act which created St. John's college, a junction was contemplated and authorised with Washington college, under the enlarged title of the University of Maryland.

It is not our purpose here to inquire, how these institutions failed to satisfy the expectations of the legislature. We barely state the fact that in 1805 the state patronage was withdrawn;—but the legislature, never for a session, relaxed its exertions in promoting the cause of education. Funds were thereafter largely and liberally distributed among the counties, and the money annually appropriated by the state of Maryland for the purposes of education, exceeds 25,000 dollars.

Our past history then, is enough to show that a liberal spirit and policy prevail in our state councils, in reference to the all-pervading subject of education. Besides grants to other colleges in the state, in 1807, the Medical college was founded, with the grant of a lottery privilege, to raise 40,000 dollars, and in 1812 the charter was enlarged, so as to include in its contemplated operations, all the departments of science and literature; having an additional privilege subsequently granted of raising 100,000 dollars more. This institution, with the extension of charter, is the present University of Maryland; under the direction of the trustees, on whose behalf, I am permitted now to appear before you. It scarcely becomes us, here to speak of those departments in this institution, which have been in operation for some years past.

We may be permitted to say, what we know from general consent, that the Medical school has fully responded to the expectations of its warmest friends; and the department of Law so far as developed, has furnished ample and gratifying evidence of the qualifications of the professor, who sustains the reputation, of this department of our university.

Our present purpose, is with the most neglected, but not the least important department of this institution. It is not the professional, but the general and preparatory education of our youth. We have brought before the public the scheme, and so far as practicable, have endeavoured to place a copy, in the hands of every parent in the state. My duty is not now to enlarge upon that scheme; but to urge such topics, as should attract the earnest attention of parents to a subject, to them of paramount and enduring consequence; and no less interesting to every citizen of our state, by reason of those moral influences, which a liberal and enlightened education, exercises upon the happiness and security, which are the boast of our free institutions. If the judicious education of the youth of a nation, be an object of primary interest; if its reputation, its public virtue and intelligence, its prosperity and happiness, its dignity and character, depend in any measure on the intellectual culture and improvement of the rising generation, has the state of Maryland, have the sons and fathers of Maryland no interest in our scheme?—Is this appeal made to them in vain? Are we still to seek in remote states, at distant universities, the ac-

quisitions from which so much is to be hoped, in favour of our native state? Are we incapable of training our youth, to the high destinies, to which their relations in social and public life, hereafter call them?—Then is the appeal which we make to the patriotism, the piety, the parental solicitude, and the literary pride of our citizens, in vain. But shall we abandon it without the trial? May we not perhaps rally the wandering youth of Maryland, and bring them home again to their own *alma mater*? Only a portion of the hundreds who annually go abroad from our state for their education, would encourage us in fixing the foundations of an institution at home, that shall check the emigration to foreign schools, advance the state of classic and scientific attainments, secure to our youth the advantages of all the various, as well as the highest branches of liberal education at home; and concentrate those principles and feelings, which are always best bestowed, on the spot of our nativity, and the home of our early affections.

To this the trustees of the university are pledged—to the state—to themselves, and to their fellow citizens. Let the scheme, which they have addressed to the public, be fairly read and candidly weighed; and if the effort fails, it will be, because it has not been sustained by the patriotism and state pride, of those for whose advantage, the design was conceived and submitted.

One topic more, before we finally submit the subject for your consideration. We have now not the time, nor is this the proper occasion, to discuss the

details connected with this department of our University.—This task is in abler hands, and what I have omitted to say on the subject, will be amply supplied from the faculty itself, who propose through one of their own body, to address the public on a future occasion. We are anxious, in concluding, again to call your attention, to the subject of classical education, which forms no small proportion of the design of this college.—We have spoken of it, as appertaining to the purest and most elevated departments of literature. But the question in our country is still too common,—of what use?—to what practical purpose? Let me meet the question even on this ground in a few words.

When we turn our eyes to the treasures, the glories, and prominent lights of antiquity, we find, there is that of the universal and eternal, in the minds and the writings of the ancients, which is independent of forms of government, of climate and of centuries; and in recurring to them, we go back to the knowledge of the same elementary and permanent causes, which even now, in our daily duties and vocations, are moulding and inspiring the whole mass of society.—The germs of the mighty principle of truth and moral progress, have had their first developement, among the great masters of antiquity.—The very name of Greece, recalls to the mind, the perfection of human vigour, displayed in the refined arts; and the eloquent meditations of a noble philosophy, whose fundamental principles, are revived and sustained by the moralists of the pre-

sent day.—It is this philosophy, which makes man gentle, humble, brave, beneficent, self-denying, which we are solicitous to embody with the elements of our literature, and our social system. It is the philosophy, which teaches the high motives to God and man, which we would introduce, into the rivalries of our colleges; and a large portion of this innate good, has uniformly been developed, among the great writers of antiquity.—It was the sustaining principle of their mighty minds, to penetrate above that which is material, into the regions of the eternal, into those regions of pure and abstract feeling, to which the best and wisest natures aspire. We do not desire to lose the present, in the shadowy mazes of a distant antiquity;—but we believe, that to search into the intellects of the past ages, and to know with a learned spirit, the qualities of the ancient masters, bears with it, a most direct and obvious benefit;—and we would fain mould and assimilate to ourselves, the striking and virtuous characteristics, of this and every other age.—The learning and philosophy of the ancients, is the common property of mankind.—The spirit of liberty that breathes in their writings, is a pure aliment, suited to our political system.—The science of her philosophers, was the great world of mind and immaterial being; and as a nation progresses in civilization, in the struggle for moral and civil emancipation, the more necessary it is, for the people and their rulers, that these, the true sciences of humanity, should be cultivated and understood.—For, all that respects

the liberties, the mutual rights of ourselves and our fellow men; all that lays at the foundation, and cements civil society, must be derived from a philosophy, conversant with men's hearts and spirits. Let the exact and experimental sciences, be pursued to their utmost boundaries, (if any they have) and comparatively little is gained, that can permanently promote the highest interests of mankind; while we may hope every thing for a nation, whose science and literature is strengthened, by the support and bindings, of a pure and noble philosophy.

Thus then, unless we are prepared to erase from our intellectual acquisitions, all that has dignified man, and ennobled philosophy in ancient days, and demand of what use it is to become conversant with the past history of our race, we have the highest incentives to persevere, in the study of those works, through which the knowledge has been transmitted to us.

We are thus consulting additional sources, of national glory and happiness;—for philosophy, wisdom and liberty support each other; and the pure fountains of philosophy and liberty are to be traced to antiquity. In every other respect, we have not been unmindful of the call of patriotism, and have given to the world, the most signal manifestations of increasing power and wealth, as a nation.—The interior of our country, is intersected by canals, connecting lakes with rivers, and rivers with the ocean. Hills are levelled, and mountains perforated, to strengthen the ties, and increase the connexion,

between the several great members of our union. We have not been indifferent, to those multiplying facilities of communication, which consolidate the feelings of the states by identifying their respective interests with each other. Manufactures are encouraged and increasing, while the unbounded forests, the uncultivated aspects of naked nature, are every day yielding, to the growing picture of cities and villages, studded throughout the vast expanse of our common country. We have done, or are doing every thing which can contribute to make us an independent, powerful and wealthy nation; and before this century shall have passed away, our country will present a scene of physical grandeur and prosperity, which imagination can scarcely picture. It becomes then the patriotic statesmen, to bring to action the other sources of national glory. The influence of liberty on letters, is about to be tested in this experiment of government; and let it not be said, that our republican freedom, though compatible with wealth and personal security, is yet obnoxious, to the high cultivation of letters and philosophy; that we have gained what is useful, only at the expense of what is high and enduring, in moral and social government. Let us rather add to our sober views of utility, the lofty aspirations of a polite and profound literature;—that our country may not only surpass every other, in the value of its political blessings, and the prosperity of its citizens, but in the permanent endurance of our institutions, upon the solid basis of knowledge and virtue.

It may perhaps be objected, that in treating this subject, with a reference to the great and striking advantages, which we promise ourselves, from this scheme of education, too much has been said, and exclusively enforced, in its application to those attainments, more particularly denominated the liberal. We take occasion to disavow, that we mean it to the disparagement of the useful sciences, for which it will be seen, abundant provision is made in the contemplated course of study. The powers of matter, have been explored and applied, in a thousand varieties of ways; which, useful and interesting as they are to society, seem as yet, but the first step, in an unlimited progression. We have serious doubts, whether the age is advancing proportionably, in the higher and interior qualities, which are of so much more importance, in the perfection of each individual nature. It is then to their relative strength, when arrayed against the liberal sciences at this day, that we are anxious to direct our views; fearful that the reaction which is daily gaining ground, in their favour, is pressing too forcibly, upon other equally important sources of national glory and happiness. The cause of the useful and natural sciences, is now too deeply fixed, in the foundations of society, to be arrested in its progress. They are now identified, with the cause of human improvement and human nature; and we have not been unmindful, that they are connected, with the elements of the very business, in which we have embarked; the education of that great portion of society, to whom these branches of ac-

quirement, are not only of direct and practical utility, but exercise their full influence, in the improvement and developement of the intellectual faculties. The distribution of our course, embraces the whole range of these sciences; every branch under a separate professor, designed, through the means of lectures, not alone for scholars, but others, who may be engrossed in the competitions of business, the rivalries of public life, or the cares of professional duty. Our scheme then, is addressed to that quickened and earnest spirit of the age, which is to us, the pledge of its success in these departments. But as we continue to advance in prosperity and wealth, through these great agents of national improvement, let us not lose our interest, or acquire a distaste for those sciences of morals and intellect, whose tendency, aim and purpose, we have endeavoured to show, is to adorn, embellish and improve the arts of life. At this epoch therefore while our national character is yet forming, and while it is still susceptible of new elements, we would endeavour to embody with it, a taste for those studies and attainments, which awaken a love for the liberal letters and arts, by which society is adorned and refined.

The trustees of this institution, have therefore, every motive which duty and interest can dictate, to attempt the further developement, of the great system of education, designed by the legislature of the state, and demanded from us and from them, by the growing spirit of the age. The improvement, which is every where taking place around us, while the

subject is every day gathering new and increased attractions, lends to all speculations on our future progress and advancement, the language of high hope and promise.

The hope, of seeing hereafter an extended cultivation of letters, exercising its benign influence upon an intelligent, virtuous and prosperous people, is one which we delight to indulge. Visions of future improvement, in the character, the morals and the principles of our people, are before us; and we see ourselves, gradually ascending the scale of intellectual perfection, the liberal arts improving, and philosophy and morals rising to refinement.—However past experience seems to check these hopes, yet we will not despond. The spirit and promise of the age; the fortunate auspices of our country, the impulses of virtue, the hopes of christianity, the cause of humanity, all forbid despair.—Tell us not of difficulties, of obstacles, of expenses, in the way of rearing an enlightened and virtuous generation, by the side of our own hearths and altars. The stability, the permanent standing of our institutions depend upon a virtuous and intelligent spirit of freedom, impressed by education. Ever since we were known as a nation, almost uninterrupted prosperity has attended our labours, and scattered plenty around our dwellings. If our country sustains herself in the ordeal she is yet to pass through, if we can impress the seeds of virtue, and the principles of knowledge, upon the coming generations, the blessings which she now enjoys,

may become perpetual. But let us be wanting in this trial, and it matters little how fruitful we grow in wealth and physical comfort. Let luxury and extravagance increase upon us, unchecked by the wholesome balance of morals and mind;—let education fail in its purposes and influence, upon our institutions, and revelling and excess do its work upon our youth, and though we may still breathe the air, and speak the language of freedom, its spirit will have fled for ever.

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